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ABSTRACT

"Partners Transforming Education: School-University-Community" is a process model being implemented by the College of Education and Human Services of Wright State University (Ohio) to plan and articulate the simultaneous renewal of the education of educators and the prekindergarten-grade 12 (PreK-12) sector. The model has involved over 430 representatives of education, business, human service agencies, and the military in providing input on changes needed to create a culture of collaborative educators responsive to society's needs. The College of Education has invited the PreK-12 sector, the university at large, and the community to work collaboratively in building a program that will prepare more qualified preservice teachers and renew education faculties and administrators. The project involves newly designed teacher education curricula, a newly conceptualized post-baccalaureate professional school model, and partnership school sites. At one participating school, Shilohview Elementary School (near Dayton, Ohio), 19 teachers completed a one-credit graduate-level workshop about the process of "simultaneous renewal" and field experiences were provided for undergraduate teacher interns. The project was evaluated by analyzing reactions of teacher interns, a survey of teachers, a focus group interview with teachers, and assessment of interns' achievements. The project was viewed as benefiting all learners from prekindergarten through teacher preparation. (JDD)

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PILOTING PROFESSIONAL YEAR PARTNERSHIPS

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Partners Transforming Education: School•University•Community is a process model to plan and articulate the simultaneous renewal of the education of educators and the PreK-12 sector. The College of Education and Human Services, Wright State University, has been formally involved in this ongoing process to bring about systemic change to PreK-higher education since January, 1992. **Partners Transforming Education** has involved over 430 people representative of the PreK-12 sector, business, human service agencies, the University, the military, and others, to give input on the changes needed to create a new culture of collaborative educators responsive to society's needs.

Individuals from the Pre-K-12 sector working with this initiative are classroom teachers and administrators representative of a number of school systems within the Dayton metropolitan region that Wright State University serves. With the amount of criticism aimed at the public schools and the growing concern about teacher education programs, educators can no longer work in isolation. The College has faced the challenge and invited not only the Pre-K-12 sector to join hands in problem solving, but has turned to the University at large and the Community to work collaboratively in building a program that will prepare more qualified preservice teachers and renew PreK-12 and higher education faculties and administrators.

This concept of "simultaneous renewal" of both PreK-12 and Teacher Education surfaced as an essential component of advancement efforts.

No partnership can exist where only one partner grows and benefits. As Goodlad establishes in **Educational Renewal: Better Teachers, Better Schools** (1993) working together must be mutually advantageous.

Partners Transforming Education is moving forward the newly designed teacher education curricula, a newly conceptualized post baccalaureate professional school model, and formally established partnership school sites within PreK-12 schools. Classroom teachers, school administrators, arts and sciences faculty, education and human services faculty, and community representatives will continue serving as integral collaborators in the ongoing process for renewal. All partners will be actively involved in professional development activities and a newly designed governance structure. The College of Education and Human Services at Wright State University functions as one of sixteen member sites of the John I Goodlad's **National Network for Educational Renewal** and is currently a selected member of the **National Education Association's Center for Innovation, Teacher Education Initiative.** These initiatives contribute significantly to moving the College agenda forward by focusing our energy and resources on the College's fundamental commitment: "Working with others to better understand and improve the human condition."

The partner schools and districts also have an identified agenda of specific goals and improvements. The partnership goal focuses on moving the agenda of both parties forward. Evidence of mutual activity in this particular site is presented later in this paper.

The Partner District and School

The Trotwood-Madison City School District is located just northwest of the City of Dayton, Ohio. While its physical setting represents a suburban development complete with the oldest of the major regional shopping malls, it serves a largely minority student population (about 2/3) and has nearly the same percentage of its 4200 PreK-12 pupils qualifying for free or reduced price lunches. Breakfasts are available for many students.

The Superintendent, Dr. William Smith, has been an active and highly involved leader who has led this district in some major new directions. The system instituted site-based management programs, established open-enrollment within the district's elementary schools, encouraged each school to develop its own special emphasis, and worked hard on the Wright State University effort to revise its teacher education program. All of this has been accomplished in spite of some major financial problems such as large amounts of unpaid taxes.

Shilohview Elementary School serves a K-6 population of about 340 pupils plus a community pre-school type of program and several special education programs. Nearly 70% of the children are minority and about 65% quality for the meal assistance program. The building's staff have worked to establish clear goals for themselves and then developed the programs and actions to attain the goals.

The building's test scores have increased over the past four years. It was one of only 18 elementary schools in the state of Ohio to be nominated for the National Blue Ribbon School competition in 1993-94. Six teachers from this building gave two of their Spring break days in April 1993 to come to WSU to help in the early planning of the new WSU Teacher

Education Program. Every teacher in the building volunteered to become a part of the Pilot Program described in this paper.

Our Historical Perspective

Having formulated the triad of WSU"s TED goals (to formulate a unique TED curricula, a post baccalaureate professional school model, and PreK-12 partnership sites) the College established a renewal strategy to pilot process segments of these goals. Believing in the philosophy that piloting various processes would make the final movement into the renewal goals smoother; processes for piloting were articulated. In fall 1992 the first goal process was explored. This pilot identified a component of the current TED program and moved the class and field component out to a prospective PreK-12 site. WSU's TED students (called Teacher Interns), Pre-K-12 instructors, and WSU instructors viewed the process of teaching in a public school building, using site teachers and more time with Pre-K-12 students as positive outcomes of this preliminary endeavor. However a major concern from all participants was the need for the "interconnectiveness" of what was happening in the PreK-12 classrooms and the WSU classroom content. Thus the process for further piloting clearly surfaced: The need to pilot a workshop designed to correlate instruction.

Workshop

For renewal to occur, all participants must be on the same page at the same time. Thus we were clear that to actualize the **Partners Transforming Education** efforts, all participants: teacher educators, public school educators and educator interns had to be in sync. Therefore, as a

pilot project was being constructed to the pilot process aspects of the proposed new program, it was viewed essential that a workshop be offered for the public school teacherswhere the program was to be delivered. A Wright State University Alumni Grant was sought o provide public school teachers (anticipated key players in our Partners Transforming Education initiative) specific preparation for mentoring WSU CEHS teacher education students. In addition to their role as elementary classroom teacher, these teachers would assume an additional role of Clinical Instructor.

The grant had three objectives. First, the grant provided a full scholarship for 19 Shilohview Elementary School (Trotwood-Madison District in west central Ohio) teachers to take a special graduate credit workshop for one credit hour during the Winter 1994 quarter. This workshop provided information about the process of "simultaneous renewal" of the PreK-12 sector and of teacher education. The workshop highlighted an overview of teacher education, past, present and future directions or goals.

Second, the workshop helped teachers acquire mentoring and conferencing skills. This enabled them to better work with the interns on observation activities. Finally, the workshop informed them about the specific college content interns would learn during their Spring 1994 quarter daily experiences. Also, teacher feedback was requested concerning the proposed content of the courses .

Pilot

Following this workshop, 16 undergraduate students worked with teachers in the building for 5 half-days per week. Five additional students worked with teachers at the junior high. Weekly, on four afternoons (M-TH)

the students would gather in Room 16 at Shilohview Elementary for four basic education foundations courses. School personnel were involved in some of those classes and were aware of all of the major assignments required of the interns.

The overall goal of this training and of the experimental course delivery system was to introduce the future teachers' to a real school atmosphere by an expanded field experiences. This goal was achieved by five steps. Step One: Interns were exposed to the 'total ecology of the school', All day, everyday, interns were active participants. Step Two: the college course content was integrated into field observation and assistance. Step Three: Clinical school faculty had critiqued the university courses and blended classroom practice with theories which enhanced application of theory into practice. Step Four: Cohort Faculty and Intern Students evolved by blending the instructional staff, university educator and public school educator working together as a cohort team.. Step Five: Clinical Instructors. With the different pilot expectation, the classroom teacher moved from being a Cooperating Teacher to a Clinical Instructor.

Teacher Intern Reactions

Approximately six months following the pilot project, four teacher interns were asked to briefly express their reflections on the pros and cons of the experience as well as their overall reaction to their participation. Their reflections follow:

MISSY BRADDS (Kindergarten)

During the Phase I pilot program at Shilohview Elementary I had the opportunity to actively participate in the classroom. I observed a kindergarten class. This was extremely beneficial to me because the students are only in school for half of the day, so I observed their entire day's activities. This gave me a chance to observe a teacher's full day routine. I made copies, graded papers, and created bulletin boards. Also, I solo-taught for the first time. Since I was at the school everyday, the students respected me as a teacher not as a guest.

Pros--I learned that there are more aspects of teaching than I originally thought. The teachers do not just come and go with the school bells as do the students. I became appreciative of the preparation and dedication of teachers. Also, looking back after having observed at other schools only one day a week, I feel that being at the school 5 days a week for a shorter time each day gave me the chance to really bond with the students. They began to look at me as a second teacher, not as an outsider "observing their classroom."

Cons--It was difficult to be so active in the morning with the students, and then sit in our WSU class in the afternoon and be expected to take notes. It was hard to go from being the teacher to being the student all in the same day. I wanted to stay in the teacher mode.

I feel that without this pilot program experience in which I assumed the role of a "real" teacher, I would be in for a surprise during student teaching. Observing at a school only one day a week, usually Friday, which is not the typical school day because of assemblies, field trips, and other interruptions, I do not get the true idea of what being a teacher means.

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ROBERT MAY (6th Grade)

I attended Shilohview Elementary for half a day every morning for one quarter. During that time I acted as a co-teacher to Mrs. DeWeese in her 6th grade class. In the afternoons I attended WSU classes relating to my classroom experience, in an extra classroom at Shilohview.

The biggest pro for me was that I became a part of the learning environment. I was spending enough time with the students that they treated me like a teacher instead of an observer. I also was able to give extra help to the students who needed it while Mrs. DeWeese taught the rest of the class. Since I had spent alot of time with the class, individual students were not too shy or embarrassed to let me work with them. The only con of the program was that it did take a lot of time.

Although the program was time consuming, I feel it was worth it. It provided a realistic view of what teaching must really be like. My subsequent one day a week field experiences have not left me with the same confidence that I left with. For me, four days a month are not enough to fit into a classroom. I always feel like an outsider who the students cannot keep their attention off of. Instead of practicing my teaching skills, I always find myself busy answering questions about where I grew up and what college is like. There isn't enough time for the initial excitement of the new classroom person to die down.

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TIFFINI MILLER (1st Grade)

During the spring of 1994, I was exposed to hands on learning at Shilohview Elementary. I was given great freedom to work with the first grade class I was assigned to. Every morning I had a chance to work with the students individually on their reading, and, sometimes with their math. I gave spelling tests, and oversaw some writing lessons. I participated not only in the classroom, but I had a chance to do recess, and lunch duty. I also learned a lot about the clerical work of teaching, such as making copies on the ditto machine, and setting up video equipment.

There were many ups to participating in this pilot program, such as being in the school everyday, and forming a bond with the students. I knew the activities that were to be done in the morning, but I missed out on their afternoon activities. However, on Fridays I stayed all day so that I could see what they did in the afternoon, and how they were dismissed. During these weeks of observation I got very close to the students, which gave me a chance to see their strengths, and their weaknesses, which enabled me to be of more help to them.

I believe that hands on experience is the best teacher, and just being in the classroom everyday gave me the experience, and understanding, of what it takes to be an instructor. Being there everyday gave me a chance to not only know my students, but a chance to know other teachers and how things are run in a school. I've learned how busy a teacher is from taking attendance, breaking for lunch and recess, switching for special classes, and then finally dismissal and that walk outside to the buses. I think I am better prepared to be a teacher, because I was able to live the life of a teacher before being thrown into a classroom.

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MATT SABLESKI (Intermediate LD)

As teacher interns in the Spring pilot my peers and I spent five half days a week for ten weeks working with the teachers and students of Shilohview Elementary. We observed and tutored small groups and individuals, graded papers, and some of us even taught entire lessons. In the afternoons, we became college students again, taking Introduction to Education, Multiculturalism, Learning Theories and Child Development classes in one of the rooms at Shilohview.

There were many positives and a few negatives about the pilot program. Being in the classroom five days a week gave us a clear picture of the teaching profession. We learned how much work and commitment is involved in being a teacher. We were able to interact with the students at a much greater level than other Phase I students. Also, spending five full days a week with the same twenty people helped build friendships that will last long into the future.

If I were to site a negative to this experience, I would say that being in a classroom five days a week greatly decreased our study time. Therefore, turning in quality assignments was often difficult. However, it was a good lesson on time management.

We were in the classroom close to one hundred hours, more than the usual Phase I students. This helped give us a better understanding of our career choice. We have richer understanding of children because of the time we spent with them. Also, being in a school district as diverse as Trotwood-Madison, we were exposed to many situations and problems that we may have to face in the future.

Results of the Total Pilot Project:

The teachers responded to a survey at the end of the school year, three months after the end of the workshop and at the end of the pilot program. Not every teacher answered every question, but the results were most important and gratifying.

Partner School Personnel

1. All teachers felt that having the interns in their classrooms was positive and did NOT detract from their ability to teach and reach their pupils.
2. All teachers agreed that when they had questions or concerns about the program, they were able to have them answered directly. Because they already knew both professors from the workshop, they reported an increased level of comfort.
3. All teachers agreed (14) or somewhat agreed (2) with the statement, "At least some of my pupils experienced greater growth because of the interns than would likely have been possible otherwise."
4. Of the 16 who responded, 13 agreed that the total program (workshop and pilot) had stimulated them "to think more about how and why I teach as I do."
5. Fifteen of the sixteen agreed with the statement: "I was comfortable in my role as a role model for a beginning teacher education student." The other was uncertain or neutral.
6. All 17 who responded to the specific question about whether or not we should conduct this program again responded favorably.

Partnership School : Shilohview Reaction

Three teachers (Susie Toney, 6th Grade; Brian Barker, 5th Grade; and Sandy Coe;,primary) and the principal,Connie Thiel, responded to a series of questions in a focus group. The questions and their responces follow.

J.Uphoff: From a teacher's perspective what do you feel has been the impact of the two pilot groups on your own students?

S.Toney: As a classroom teacher, having students from Wright State has been very helpful in the classroom. One major emphasis is that they're able to relate to students as far as their interests, I guess because of the age difference - they are closer to their age. Another asset is that you have another body in the classroom, and you're able to assist students with individual instructions as well a small group instructions. Students have gained from having them in the classroom.

B.Barker: As a Fifth grade teacher, I believe that it has been very helpful and beneficial to have the Wright State students in my classroom, primarily because it makes it easier to set up things like small stations where you certainly will have more hands-on activities that you can plan - you can utilize computers more often - they can help you set things up quickly, take things down quickly, and also they can help you monitor programs as they are going on within your classroom. It's also nice because you can bounce ideas off of another adult to find out how well a class went, if you're tired and that's why you are responding to the children the way you are- it gives you another perspective on how your teaching is going, and how the class is set up. It gives you the opportunity, if for some reason you need to step out of the classroom for a minute, there is another adult there to help out. Then you are better able to meet some of the kids individual needs as well. By doing those kinds of things, it enhances your teaching and makes you feel a little bit better about coming to work. It's been very beneficial having those people in there. They've helped us dramatically, and I very much look forward to seeing them in the Spring for five days a week.

S.Coe: Being in the elementary, it has been very helpful, especially in teaching the multi-age 1-2, where we have close to 50 students - having two extra students with us has helped us to do more small group activity, to allow our centers to work much easier than they would have with just two of us. Also it allows the kids to get used to having another adult in the classroom, and having to follow directions from another adult besides the teacher. Also, it gives that extra pair of hands if someone needs help, with a certain paper, explanation, or directions. In the primary, it has been very helpful to allow the kids work in smaller groups.

J.Uphoff: From an administrative perspective...?

C.Thiel: I've seem some impact in every case - more impact in some more than others. A lot of it depends on how the staff utilizes the young ladies and gentlemen that are working with them in the classroom. Most of the teachers have found a way to make the young people feel like they are really

an important, vital part of the classroom. Where it is successful, it has always been the case of the WSU students being directly involved with the students, with their personalities, with their situations in the classroom. The few situations where it has been less successful is where the teachers have had them doing more paperwork and that sort of thing. Gradually, as we have gone through the two experiences, that situation has become almost non-existent. At the point where we finished the second section of students working with our teachers, we had very few that were just assistants. They were now full-fledged participants, in working with children and helping them accomplish those goals and tasks that the teacher had set for each lesson.

J.Uphoff: In what ways has this program benefited you personally, as a professional in your own growth, development, and that of your fellow teachers?

S.Tonie: Personally, I feel that I have grown by being able to share with another adult my experiences, and they have been very helpful for me because many of my duties are shared now, which lightens the load, as far as the classroom running and the everyday activities that you are involved in. Definitely, I have grown, and I hope that I have benefited them in some way also.

S.Coe: As a teacher, I have grown because I like being a more veteran teacher. The WSU students coming in bring in some new and fresh ideas, and that allows me to have a different view point on ways that I could teach, or different ways that I could approach a lesson. I like that it has helped me that way. Also being a veteran teacher, I hope that I have been able to share some of my experiences with the students that have been with us - letting them know different ways that I do things. They do help with supervision, but the best part is that they bring new, fresh ideas into our classroom to keep the interest of the children.

B.Barker: When I first started teaching, you always feel that fear of having a stranger in the classroom, whether it be a parent, or whether it be a supervisor, or principal, or anyone in the classroom, it would always have a tendency to make me feel insecure about how the lesson was going. Now by having someone in the classroom with me, I have overcome that, where I'm not at all insecure about having anyone, including parents, come in an observe a class. Presently, I have a student teacher in my classroom, and I believe that I have been better able to utilize a student teacher, and make her experiences in the classroom much more beneficial for her, myself, and my students, because I've had PDS (Professional Devopment School) students in my classroom previously, the last few quarters. I was also fortunate to have two PDS students in my class for a while, last quarter, at the beginning of the school year, which helped me better utilize space and their efforts in the classroom. It makes you a stronger teacher by having those people in there. It also helps you with the menial tasks that you have to do from time to time. It's just helpful to have someone else in there to help you with those tasks. It's been real beneficial having them here, and I look forward to working with them as often as possible.

J.Uphoff: You have had an additional 20 people in your building...what has been the impact of that?

C.Thiel: The overall impact I would say has to be excellent. The first situation we had was the fact that my staff here at Shilohview received extra training and supervision. That was an excellent experience for all of us. It was especially good for those folks who had not been back to school recently, and studied the more prominent programs for supervisory activities. I think those people in that situation learned a lot. Some of my teachers had just finished Masters Degrees and had participated in some of those activities, so it was not as new and useful to them, but I still think it was beneficial. That was the first area where I really saw we benefited.

The second area was that this staff was chosen to participate in this program. This is definitely a pat on the back and I think that it was very important to the staff, as it was to me, that we felt we had a staff, that we felt very comfortable bringing 20 young people in to observe - not that we're perfect - not saying that we do everything right, but that here was a building, a school with a whole staff of people that we were willing to expose to young, beginning education students to, I think is extremely important, and I think it's something we're very, very proud of, and gives us a boost as well.

Thirdly, just having the young people in the building, interacting with our children has gone great lengths in giving our children a sense of pride. They were proud that all of these people were here to work with them. They felt good that they were chosen and selected to be the students these people would work with. By far the fourth and most important thing to me as an administrator is the strides and the achievements that these people have made possible for many of our children, who come from homes and situations where they don't get all the help and attention that they need. The young people in the building provide that opportunity for many of my children here at Shilohview, to get more of the attention and help that they so desperately need. So in many ways it's been a good experience.

I would be lying if I said there weren't a few more things that I had to do administratively because of the situation, but it certainly has not been an unbearable burden. There have been times when I have had to talk to the young people about professionalism and some of my expectations of them as professional - there is a fine line between being a student and a professional, and though they were students, we expected them to be professional educators while they were here. So, of course, there were times when we had to have those discussions. The University was very supportive of me in all those types of situations and I think the wonderful working relationship with Wright State is one of the reasons this has been so successful a program here at Shilohview.

J.Uphoff: In what ways has this partnership facilitated or helped you to do the things you have wanted to do or experiment with in the school.

C.Thiel: I would make one general comment...The thing that I found is in relation to our action plan that we write every year. For each school year the staff writes an action plan that which indicates the direction we want to go and the things we want to accomplish. One area is that we focus on our standardized tests, and the fact that we've had input from the young people and assistance from them, even in after school tutoring on some occasions, has definitely been an advantage in that area of our action plan, and preparing students to take those tests. Another area that we focus on in our action plan is community involvement/interpersonal relations. The community, the parents of Shilohview strongly support this program. They

are very excited about the young people being here. So, it has given us one more way, one more emphasis, one more area of focus with our parents, with our community, to indicate that they want our involvement, we want their participation, and they appreciate the fact that we are doing something above and beyond for their children. So this has been a chance to talk to our parents and explain our program to them and help them understand what we are doing here. The PDS program has caused communication to improve and increase between the school and the community especially our parents.

S.Coe: In the primary, we were looking to a multi-age classroom and since we didn't have any staff development in that area Connie, Jim, and myself attended a STE conference that gave us more information about the multi-age. It also allowed us to get an idea of where we should start - that we should start small and work our way up from there. Having two extra people in the classroom, and especially the two that we had, they were exceptional and allowed us to do a lot more with our students and with our activities than we had originally thought possible. The first couple of weeks they weren't there, and my teaching partner and I were not sure if this was the right thing to do. Having those additional hands and additional ideas helped make the program smooth itself out and it's running much better than we had hoped it would be.

C.Thiel: I think there's one other thing I should mention about professionalism and staff development. Having the PDS program here and having the WSU classroom here in the building where the professors come here to teach the classes has given some people an opportunity to focus their educational knowledge in a different direction. Working with children and the PDS teachers in the classroom has been a wonderful experience. Even more important has been the opportunity for interaction between school personnel and the PDS students here at the building. We've had our DARE officers speak with the students, our nurse, several of the teachers have had the opportunity to discuss some things, but overall I think that has been an important input because it gives us a different direction to focus some of our professionalism and some of the knowledge that we might have that might help the young people.

Yes, there have been some instances where we were able to come into the classroom and address some of the concerns of the young people. Another thing that makes it good for them is that they participate in the everyday life of our school. We have a fire drill, they have a fire drill. We have an assembly, they participate in the assembly or at least observe if nothing else. So it's given them a chance to see a fairly normal school in fairly normal environments everyday, and I think this is important for young people who are deciding if this is truly the direction they want to go with their lives or not. It certainly is much better for them than an isolated college classroom.

B.Barker: I've also been happy, for the most part, with the screening process that Wright State has done in choosing who will be in the PDS school. We've only had a very few instances of people who have not fit in well, and I think that speaks well for the people who go through that process, because the majority of the people who work with our students and work with us have been very approachable and very easy to work with. We can make corrections and changes where ever possible, and because they are so easy

to adapt to our programs and our schedules, it's made it a lot more beneficial for everyone involved.

C.Thiel: In regard to that, there's one more thing I'd like to add. When we started this program, it was a voluntary program - no teacher was required to participate, no teacher was required to accept the PDS student into their classroom. There were a few people who were hesitant, who spoke with me about their concerns, and I encouraged them to do whatever they felt they needed to do. Everyone participated, and now we are to the point, after two pilots and a set of student teachers, where teachers are saying "How soon are they coming back? How soon are we going to have them?" There is no thought of anyone passing up the opportunity at this point, because it has been such a success, and has been a terrific opportunity, not only for the students but for the professional staff at Shilohview as well.

We've started working on this three years ago, with teachers volunteering to work on Spring Break to begin the process and I think with the staff's help and under the management of our Superintendent, who is certainly vital in getting this program into our school, we really appreciate and are thrilled with the programs and it's effects here on the students and the staff here at Shilohview.

Intern Assessment

This program required pre-service students to engage in a "Professional Quarter" in which most took no courses other than the four foundation courses normally taken (two-per-quarter for two consecutive quarters) and requiring less time in a classroom with a teacher. These pilot program students participated in over 150 clock hours of classroom field experience in one quarter, comparing to only about 90 hours in the regular program. Thus the role of the classroom teacher (Clinical Instructor) became significant and vital to the success of such an improved teacher education procedure.

These pilot students graded themselves on 18 basic objectives of the four courses* which constitute the foundation block of Phase I at WSU. All students are regularly asked to do this at the end of the quarter in which they finish their Phase I work. (*ED 214 Intro. to Educ.; ED 216 Teaching in a Multicultural Setting; ED 218 Learning Theory; and ED 220 Child Development)

Teacher education students grade themselves using an A through F scale on each of the objectives. Presented in the attached table are the "grade point averages" for the pilot group and for three regular Phase I. groups for each of the 18 program objectives for the of Phase I finishers from the 1993-94 school year.

TABLE ONE

TROTWOOD PILOT INTERN ASSESSMENT COMPARED WITH THE TRADITIONAL PROGRAM STUDENTS

Objective	Mean	
	Traditional	Trotwood Pilot (Spring '94)
1. Know how the Federal Government, parents wishes, teacher organizations, school funding, history and national trends have influenced the schools.	3.07	3.40
2. Understand the organization, function, and control of the public school system.	3.10	3.47
3. Know the legal basis of the American educational system and the major educational theories.	3.08	3.47
4. Aware of the historical origin of contemporary societal issues and their effects on the educational system.	2.97	3.13
5. Formulate your own position on critical issues in school funding, racial matters, classroom discipline and the most effective classroom structure.	2.97	3.40
6. Less likely to act on personal prejudice throughknowledge of your own prejudices and public forms of discrimination.	3.27	3.80
7. Know cognitive, affective, and psychomotor domains of learning and their influences on curriculum planning.	2.98	3.20
8. Understanding legal and ethical considerations in the application of learning theories and problem-solving models.	2.97	3.13
9. Better able to resolve conflict and arrive at good solutions to professional problems.	3.10	3.33
10. Be aware of different points of view about what schools should be.	3.19	3.60

TABLE TWO

TROTWOOD PILOT INTERN ASSESSMENT COMPARED WITH THE TRADITIONAL PROGRAM STUDENTS

Objective	Mean	
	Traditional	Trotwood Pilot (Spring '94)
11. Able to apply problem-solving processes to the resolution of interpersonal, intrapersonal, and institutional dilemmas.	3.07	3.27
12. Assess your own suitability for the career of teaching.	3.34	3.53
13. More empathetic and understanding of pupils who are different from yourself.	3.52	3.87
14. Know influences of heredity and environment, stages of development and developmental disorders.	3.29	3.60
15. Know contribution of environmental heredity factors to intellectual, physical, language and sex-role development and personality.	3.19	3.67
16. Know stages of language development, physical growth, and moral development.	3.30	3.60
17. Understand effects of abuse, television, drugs, alcohol and sex-role stereotyping on child development.	3.28	3.67
18. Know children's social relationship patterns, play patterns, peer relationships and development of intimate relationships.	3.12	3.53

The student self-assessment results confirm what the professors sensed during the pilot quarter. These beginning teacher education students felt much more that they were an integral part of the school, that they were much better able to deal with diversity, and had a far better understanding of children--their development and learning than did our regular Phase I delivery-system students.

While our regular Phase I has been a good system and has had very positive results based on NTE test scores, student teaching performances, hiring records, and employer satisfaction, the early data analysis on the Pilot program of all-day, every-day, on-site learning of the foundations block of content indicates it to be an even better delivery system.
The analysis of the self-assessment data presented above reveals that on some objectives there was only a minimal difference (less than three-tenths of a point) in the group "gpa's"--EX: #4, 8, and 9. However on other objectives (EX: #6, 15, and 18) the difference exceeded four-tenths of a point on a 4-point scale!

The Pilot group's gpa exceeded that of the three regular groups on each and every one of the 18 objectives, but the variation in differences indicates that the Pilot students were selective about how they evaluated themselves. This, in turn, gives added credence to the results.

Further study of this group and two which followed it during the Fall 1994 quarter is being conducted. The first of this pilot group will be student teaching during the Spring 1995 term. Collection of their performance data will begin at that time for comparison with those who have taken our traditional approach.

Conclusions

Based on the survey data summarized above, the informal comments by teachers, administrators, and WSU students, the observations of the two TED instructors, and the assessments of the WSU student intern's course projects and assignments we have arrived at the following conclusions:

1. Prior preparation of classroom teachers who will serve in the additional role of Clinical Instructor is vital and becomes a key element in a successful field-based professional education program of study.
2. Close communication between professors and CIs can enhance the quality of student learning—both that of the P-12 and college students.
3. Such specific and focused professional preparation for the CI role is a key ingredient in the process of "simultaneous renewal" and basic to the Professional Partnership model for teacher education.
4. The PreK-12 school's agenda for self-improvement can be enhanced via its affiliation as a partner site through the expertise of the university personnel, their contacts, and the added "hands" that having numerous additional adults in a building provides.
5. Future teachers, even sophomore first quarter in teacher education ones, show evidence of added skill, knowledge, and maturity as a result of a "professional quarter" such as the one described in this report.
6. Bridging the two distinct cultures of higher education and a

public school is not easy, cannot be done effectively without serious effort and attention, but is possible given a willingness to work together and mutual respect.

Follow-up Results

Due, at least in part, to the findings from this first endeavor of providing a one-credit hour graduate level workshop for future CIs, the University has agreed to expand this effort in a dramatic way. During the Winter 1995 quarter, 30 secondary teachers in Trotwood-Madison schools will receive a 2 credit workshop via a scholarship from WSU. During the Spring 1995 quarter, approximately 45 elementary and secondary teachers in Fairborn schools will have the same opportunity. Similar scholarship efforts are in the planning stages with other districts such as Fairborn, Dayton, Middletown, and Celina.

Another pilot group with two different professors was held at Shilohview and the Junior High again this past Fall 1994 quarter. Results are now being tabulated, but, according to the two professors, the previous workshop learning remained an obvious and essential element .

Summary

The professional year concept (closely aligned with the described experience) is identified by Goodlad and other key renewal leaders as workable and needed. This concept is designed to provide future teachers with an intense year-long experience in PreK-12 schools and college classes . WSU's TED goal is to actualize the professional year model. This pilot's results of some of the essential concepts and ingredients of such a program have given us the momentum to move ahead.

The elementary school which has served as the site for this pilot has simultaneously benefited. Its professional staff has seen significant improvement in the work and attitudes of their pupils and they have had support in their own pilot efforts of inclusion and multi-age grouping.

The partnership's intent is to continue the relationship and to make whatever adjustments are needed over time to keep the relationship a healthy one benefiting all learners PreK through teacher preparation.

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